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ТРАДИЦИИ И ИННОВАЦИИ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ В СФЕРЕ ОБРАЗОВАНИЯ

ДОКЛАДЫ

СОВРЕМЕННЫЕ ПРОЦЕССЫ СОЦИАЛЬНОЙ АДАПТАЦИИ ПРЕДСТАВИТЕЛЕЙ ПОМОГАЮЩИХ ПРОФЕССИЙ (ПРОФЕССИОНАЛЬНАЯ ГРУППА УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ)

MODERN PROCESSES OF SOCIAL ADAPTATION OF REPRESENTATIVES OF HELPING PROFESSIONS (PROFESSIONAL GROUP OF PHYSICAL CULTURE TEACHERS)

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Современные процессы социальной адаптации представителей различных профессиональных групп обусловлены новыми социальными, культурными и экономическими изменениями в социуме. В данной статье рассматриваются отношения специфики идентификации представителей профессиональной группы, а также используемых ими стратегии социальной адаптации.

Modern processes of social adaptation and the identification of representatives of various professional groups are due to the new political, economic, demographic, social and cultural conditions prevailing as a result of reforms in the society. This article deals with the relationship specificity for identification of helping teachers of professions as well as their use of social adaptation strategies.

Ключевые слова: социальная адаптация, профессиональная идентичность, институционализация, профессиональная группа.

Keywords: social adaptation, professional identity, institutionalization, professional group.

Social adaptation and professional identification of able-bodied citizens are influenced by unstable social situation, low life expectancy, high morbidity, poor quality of life. In modern conditions significantly reduced the government's ability to build and finance industry "helping professions" physical culture, tracking feedback organized by physical activities and their results.

Modern society is characterized by professional industry dynamics of the employed population. Developing labor markets and employment both in the global and local scales to impose on members of the professional group of teachers of physical culture specific requirements due to the influence of factors. This led to the deformation of professional identity, violations of social adaptation, but at the same time opened up the possibility for teachers to search for new identity and reason for the formation of non-stereotyped adaptation strategies in both the public and commercial sectors.

However, modern science is insufficiently studied specificity of the identification of representatives of the professional group of teachers of physical culture, as well as their use of social adaptation strategies. Some aspects of the problem are being developed in the context of different scientific disciplines: philosophy, history, political science, biology, demography, medicine, psychology, pedagogy, cultural studies. Questions of social adaptation and professional identity of teachers of physical culture should be viewed as an interdisciplinary problem. The main focus is the development of a comprehensive study of the sociological concept. Modern sociology with the existing specific tools she is able to integrate the knowledge accumulated in various branches of science.

These processes, on the one hand, historically and statistically due to the impact of political, economic, demographic, social and cultural conditions, and on the other – are capable of in the future have an impact on indicators of average life expectancy of the population [1].

There are researches in which the institutional approach to the sociological analysis of physical culture. Referring to the interpretation of the concepts "social institution" and "institutionalized" by sociologists. David Émile Durkheim writes that social institutions – is "settled everything, typical attitudes in society" [2, p. 123]. According to T. Parsons, social institutions – is "rooted in regulatory expectation culture", defining the appropriate means of social behavior [3, p. 234-245]. "Social Institute – a hierarchical heterogeneous, distributed social subsystem, created by people to meet the general requirements, which operates on the basis of the princi-

ples and laws with the help of sociological algorithms" – a definition gives sociologist A.A. Davydov [4, p. 72-73].

In our opinion, the institute of physical culture – a social subsystem, is acting in the direction of meeting public demand for the physical development of the population and functioning on the basis of the above in formalized social norms, rules, statuses, roles.

According to A.M. Ashkhotov, physical education is currently undergoing quantitative, structural and qualitative transformation [5, p. 55-59]. Institutionalization – "formation of stable social interaction patterns based on formalized rules, laws, customs and rituals"[6]. In our view, the institutionalization of physical culture – is the process of formation of social subsystems, artificially created by humans to meet the public demand for the physical development of the population. In our view, the institutionalization of physical culture – is the process of formation of social subsystems, artificially created by humans to meet the public demand for the physical development of the population.

So, institutionalization of physical culture, we consider as a social process. Sources of the social process are divided into two categories [7]: internal, which operate within the social system of physical culture; external, based on the interaction of the social system with other systems (education, health, sports, and others.). The first group of factors includes the cohesion of a professional group of physical culture teachers, the second – a social policy in the relevant area, the level of wages.

The process of institutionalization [7] physical culture assumes that a person engaged in physical education, a tendency to transform, change, self-organization and self-realization in society. This is due to the activity in various spheres of public life, as well as in the sphere of production, for use during exercise or to demonstrate a person's lifestyle, associated with physical training. In the context of the institutionalization by Piotr Sztompka gradually transformed this activity. And a new cycle of social change begins as a result of the structural social organization, development [7].

Institute of physical culture of the population is interconnected with a number of other social institutions: education; army; a family; health care; sport; policy; the media and others. These institutions are involved in the development of physical culture, have their own structure, characterized by coupling of the corresponding elements. Social order for the development of physical culture necessitates the integration of major social institutions involved in the reproduction of physical culture.

Modern scientists have developed conceptual bases of use of social technologies in the formation of physical training [8]. Social technologies in the sphere of phys-

ical culture developed: at the micro level, enclosed in dealing with the individual and its immediate environment (class in the school, family, student group, working group); at the macro level, suggesting deliberate physical development of all members of society [9, p. 36-41]. The level of physical culture of the population is a factor influencing the scientific and technical progress, if required by the nature of the production, domestic activities of people [10]. Scientific and technological progress also brings about changes in the implementation of sports activity, providing appropriate staffing and logistics.

Comprehensive review of physical training in the various theories of social development shows that physical education contributes to the intellectual, social, psychological, motor development – at the level of the individual; the development of social institutions and social relations – at the level of society.

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